

# **Anthropology 248: Physical Anthropology**

## **Course Syllabus: section 002, Fall, 2012**

**Instructor:** Dr. Karol Chandler-Ezell

**E-mail:** [chandlerka@sfasu.edu](mailto:chandlerka@sfasu.edu)

**Office:** 351 Liberal Arts North, Dept. of Social & Cultural Analysis.

**LAN Office hours:** M&W 9-10, Th 10:50-11:50, F 11-12:50 & by appt.

**Phone:** 936-468-2078, Dept. Social & Cultural Analysis. 936-468-4405

**School of Honors Office:** 337 McKibben Education Building

**Honors Office hours:** M&W 11-12, F 9-10, T&Th 2-3

Please call or email me at [chandlerka@sfasu.edu](mailto:chandlerka@sfasu.edu) to schedule an appointment. Also feel free to talk to me before or after class.

**Class location and meeting time:** Tuesday & Thursday 9:30-10:45, Ferguson G78

### **Textbook:**

Clark Spencer Larsen. 2011. ***Our Origins: Discovering Physical Anthropology***, Second Edition. W. W. Norton, New York. ISBN 978-0-393-93498-4.

National Geographic Learning. ***National Geographic Learning Reader: Biological Anthropology, 1st edition.*** Wadsworth Cengage Learning. Belmont, CA. ISBN-10: 1133603645, ISBN-13: 9781133603641. 112 pages, paperback. Available as print or ebook at [www.cengagebrain.com](http://www.cengagebrain.com)

### **Materials:**

You may wish to use a 1 or 1 ½-inch 3 ring binder for your laboratory and writing assignments. Lecture materials and many links will be posted online, but you may use this to keep a hard copy on hand. It is particularly helpful to print out a copy of lecture slides and use them in class to take additional notes.

### **Course Description:**

Survey of the physical aspects of humans and their closest relatives: introduction to osteology, primatology, primate and human evolution, and physical variation in contemporary human populations.

This course is an introduction to one of the four subfields of Anthropology –Physical, also known as Biological- or Bio-anthropology. Bioanthropology studies humans, their near relatives, and their ancestors as adaptive biological creatures. Humans are amazing animals with many distinctive features. We have behavioral traits like culture, technology, language, art, music, large brains, and self-awareness as well as physical traits like stereoscopic vision, upright bipedal locomotion, opposable thumbs, externally protruding noses, menopause, and concealed ovulation, to name a few. Some of these characteristics are unique to our species, *Homo sapiens*, while others we share with our closest relatives, the non-human primates. In order to better understand how, when and why each of our 'human' features evolved, we can (1) compare and contrast our species with other living primates, (2) study how primates have developed over time through the fossil record, and (3) study the diversity of modern humans.

This course examines human and other primate anatomy, behavior, and evolution from the perspective of modern ecological and evolutionary theory. We will read about and discuss modern primate diversity, ideas of race, evolution, ecology, diet, locomotion, group structure, mating systems, sexual dimorphism, infanticide, parenting, play, culture, language, and intelligence in all primates, including humans. We will use what we learn to interpret the fossil record of primate evolution and develop a new, better understanding of ourselves and our closest relatives. You will be asked to read/view and critically evaluate the texts and films. We will use models from the Anthropology Lab as well as online resources and electronic media to illustrate material from the class and give students more "hands-on" experience.

**Student Learning Objectives:**

1. Understand and appreciate modern primate diversity, especially that of humans.
2. Learn the basic principles of evolutionary and ecological theory
3. Use the scientific method to study bioanthropology
4. Gain an overview of the fossil record of primate and human evolution
5. Synthesize this information and use critical thinking skills to interpret modern human anatomy and behavior.

**GRADES and GRADING POLICIES:**

Your grade is calculated from your exam average and your homework average. The grading scale for the semester is as follows:

A = 100 – 90%      B = 89.9-80%      C = 79.9 – 70%      D = 69.9 – 60%      F = 59.9- 0%

**Exams: 60%**

There will be 3 exams, including the final. Your exam scores will be equally weighted, and your exam average will make up 60% of your final grade. Exams will include multiple-choice format questions, short answer questions, and essays. Exam material will come from the assigned readings, lectures, & films.

**Homework & Assignments: 20%**

You will maintain a 3-ring binder with readings, writing assignments, and other activities designed to help you understand the material. You will be given homework assignments to research topics, prepare executive summaries, and evaluate media. Assignments are due in class on the due date. 10% per business day will be deducted from your score for late assignments.

**Discussion & Participation: 20%** You will be asked to prepare for class discussions and participate in lecture. Discussion topics are due in class as assigned, and you are expected to be prepared. Discussion may include being required to bring relevant questions or information for class.

Grades:	Exam 1	20%
	Exam 2	20%
	Exam 3	20%
	HW	20%
	Discussion	20%
<hr/>		
	500 pts	100%

**Attendance & Professional Behavior:** Regular attendance is crucial for participating in discussion activities, keeping up with the notes, understanding and receiving assignments, and receiving a high grade in the class. Unless you speak with me beforehand, *it is your responsibility to get the notes from another student when you miss a lecture.* You may see me during office hours to discuss missed material, ask questions, or seek help with the material. You may also email questions about lectures or assignments.

**Expectations:**

- \* You are expected to read the assigned text or view the assigned media before class so that you will be prepared for the material presented in the lectures.
- \* You are expected to be prepared for discussion topics assigned. Failure to prepare will result in loss of points for the assigned discussion activities.
- \* Attendance is important to your success, as lectures will include additional material not available outside of class. There may be quizzes or activities in class not listed on the schedule.
- \* Please behave in a way that is respectful to the others in the classroom. This means avoiding disruptive behaviors that will keep other students from being able to focus such as chatting amongst yourselves, preparing for other classes during this class, napping, entering the classroom late, and use

of most electronic devices. **All electronic devices such as phones, palm pilots, ipods, mp3 players or other entertainment/electronic devices are to be turned OFF and PUT AWAY during class.** Having an electronic device out during class will result in loss of participation points. You may use your laptop or pad to take notes, but not for internet browsing, playing games, music or other activity not related to this class. If you are late to lecture, you will not be given additional time to make up missed work or activities.

#### **Course website & Other Media:**

Assignments, study guides, schedules, and other lecture materials will be posted on the course website. The class schedule is tentative, as we may go faster or slower on lecture to accommodate class discussions, so keep up with online and in-class announcements. Website materials are not complete and are not a substitute for attendance. This is a face-to-face class, not an online class. Media are used to support active learning. If you do not have internet access at home, please learn to use the campus facilities for *computer\**-based internet access for course assignments. *\*(iphones are not sufficient to see graphics from online links, gradebooks, posts, powerpoints, etc... at the size and completeness they are designed to be used. If you are peeping through the tiny window of your phone, you will miss important details and instructions)*

#### **Withheld Grades Semester Grades Policy (A-54)**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

#### **Academic Honesty: Academic Dishonesty includes both cheating and plagiarism.**

\* **Cheating** includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism.

\* **Plagiarism** is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of another into one's paper without giving the author due credit.

\* You are expected to conform to university policies of **Academic Integrity, Attendance, and Excused Absences:** [www.sfasu.edu/upp/pap/academic\\_affairs/academic\\_integrity.html](http://www.sfasu.edu/upp/pap/academic_affairs/academic_integrity.html)  
[www.sfasu.edu/upp/pap/academic\\_affairs/CLASS\\_ATTENDANCE\\_AND\\_EXCUS.html](http://www.sfasu.edu/upp/pap/academic_affairs/CLASS_ATTENDANCE_AND_EXCUS.html)

**Add/Drop policy and dates:** [sfasu.edu/upp/pap/academic\\_affairs/add\\_drop.html](http://sfasu.edu/upp/pap/academic_affairs/add_drop.html)

#### **Student Help and Services:**

Students who have special needs or conditions as addressed by the Americans with Disabilities Act and who need any test or course materials furnished in an alternate format should contact Disabilities Services (468-3004; Human Services Bldg, Room 325; [clopez@sfasu.edu](mailto:clopez@sfasu.edu); [www.sfasu.edu/disabilityservices/index.html](http://www.sfasu.edu/disabilityservices/index.html)) Even if you have registered with Disability Services, you need to talk to me about arrangements for alternate test or assignment formats.

Many students find themselves overwhelmed by class workloads, jobs, activities, social situations, illness, and/or family events. If you are having difficulty coping, please seek help from **Counseling Services.** [www.sfasu.edu/ccs](http://www.sfasu.edu/ccs). The service is free and confidential for all SFA students. Office hours: 8-5 M-F. Call 468-2401 or drop by **Rusk Bldg Room 325**. For after hours/emergency assistance, call MHMR Crisis Hotline at (800) 392-8343.

**Extra Credit:**

Some extra credit opportunities will be distributed in class. These extra points will be attached to a particular exam and are used in place of a curve. You can also earn extra credit in other ways. To get up to 20 points of extra credit (5 points per film or article):

- 1) Watch a film about anthropology, human origins, variation, or prehistory which demonstrates anthropological principals learned in class. Discovery Channel, Travel Channel, PBS, History Channel, and The Learning Channel have several documentaries on magic, religious practitioners, rituals, or related topics. You can also rent or watch films that may apply. If in doubt, check with me.
- OR
- 2) Read an anthropology **journal** article on a topics from class from a source such as *National Geographic*, *Discovery*, *Nature*, *Science*, or *Current Anthropology*. There are several journals available online or through the library.
- OR
- 3) Attend a natural history exhibit on human origins, evolution, or variation.
- OR
- 4) Observe living primates at a zoo (I suggest, Tyler, Ellen Trout in Lufkin, Houston, or at Chimp Haven Discovery Days).

For options 1 or 2, you will need to write a one-page, typed summary for each article or film. Include the main points of the article or film. Include the setting/context of the article or film: where did it occur? Who was being studied? Include your opinion of the work and how it contributes to the field of anthropology for full credit. For options 3 and 4, you will need to write a 1½ - 2 page ethnographic description of the behavioral ecology and animals observed.

**Sociology Program Assessment Syllabi Insert      Course ANT 248: Physical Anthropology**  
Program Learning Outcomes

The sociology program states the following items as program learning objectives (PLOs) for sociology majors.

The student will be able to identify, compare, and contrast sociological classical and contemporary theories.

**PLO 1.** The student will be able to identify the principles of good social scientific research design. Such principles include validity, reliability, precision in measurement, and sampling methodology.

**PLO 2.** The student will possess sociological knowledge as evidenced by the identification of the major concepts involved with social stratification, demography, race and ethnic relations, deviance, and globalization.

**PLO 3.** The student will be able to apply sociological knowledge and skills to a variety of settings.

**PLO 4.** The student will recognize the implicit assumptions behind claims of knowledge about the social world, will be able to evaluate and distinguish between strong and weak arguments, and will be able to draw conclusions from a set of premises.

**PLO5.** The student will be able to read theoretical arguments and to identify their major strengths and weaknesses.

**PLO 6.** The student will be able to analyze a data set using statistical techniques and draw conclusions from the results.

*This course addresses the following of these objectives:*

<b>Program Learning Objective</b>	<b>Supported by Course Objective (Student Learning Outcome) #, or NA – Not applicable</b>
<b>PLO 1</b>	n/a
<b>PLO 2</b>	n/a
<b>PLO 3</b>	n/a
<b>PLO 4</b>	SLO#2
<b>PLO 5</b>	SLO#2, 4, 5
<b>PLO 6</b>	n/a

**Fall 2012, T/Th Schedule**

ANT 248 Physical Anthropology

Week:	Day	Topic(s)	Chapter(s)	Activities
<b>Wk 1:</b>	<b>Aug 28</b>	Introduction and Syllabus		<b>Syllabus, schedule</b>
	Aug 30	What is Physical Anthropology?	Larsen Ch 1	
<b>Wk 2:</b>	<b>Sept 4</b>	Evolution: Constructing a fundamental scientific theory	Larsen Ch 2	
	Sept 6	Genetics: Producing Life & Variation	Larsen Ch 3	
			<i>online reading</i>	prepare for discussion
<b>Wk 3:</b>	<b>Sept 11</b>	Genetics, Genes & Their Evolution	Larsen Ch 4	discussion
	Sept 13	Mutations and Development	special readings packet	paper due
		The Greatest Journey	National Geographic Learning reading 1 (pg2)	
<b>Wk 4:</b>	<b>Sept 18</b>	Biology in the Present: Living People	Larsen Ch 5	
	Sept 20	cont..		
<b>Wk 5:</b>	<b>Sept 25</b>	<b>Exam 1</b>	Chapters 1,2,3,4,5 and readings	
	Sept 27	Biology in the Present: The Other Living Primates	Larsen Ch 6	
<b>Wk 6:</b>	<b>Oct 2</b>	cont... and film		
	Oct 4	Living Primates and Primate Sociality	Larsen Ch 7	
		Almost Human	NGL reading 2 (pg18)	paper due
<b>Wk 7:</b>	<b>Oct 9</b>	Primate Sociality		
	Oct 11	cont...and film		
<b>Wk 8:</b>	<b>Oct 16</b>	Fossils and Their Place in Time and Nature	Larsen Ch 8	
	Oct 18	cont...		
<b>Wk 9:</b>	<b>Oct 23</b>	Primate Origins & Evolution: The First 50 Million Years	Larsen Ch 9	
	Oct 25	Early Hominid Origins & Evolution: The Roots of Humanity	Larsen Ch 10	

<b>Wk 10: Oct 30</b>	<i>cont...</i>		
Nov 1	<b>Exam 2</b>	Chapters 6,7,8,9, 10 and readings	
<b>Wk 11: Nov 4</b>	The Origins and Evolution of Early <i>Homo</i>	Larsen Ch 11	
Nov 6	<i>cont..</i>		
	The Downside of Upright	NGL reading 5 (pg 86)	paper due
<b>Wk 12: Nov 13</b>	Origins and Dispersal of Moderns	Larsen Ch 12	
Nov 15	Last of the Neanderthals	NGL reading 3 (pg 44)	paper due
<b>Wk 13: Nov 20</b>	Neanderthals and Cro-Magnons	<i>cont..</i>	
Nov 22	<i>cont..</i> Review The Greatest Journey	review NGL 1	comparison paper
	Our Last 10,000 years	Larsen Ch 13	
<b>Wk 14: Nov 27</b>	Our Last 10,000 years		
Nov 29	<i>THANKSGIVING -- no classes</i>		
<b>Wk 15: Dec 4</b>	Our Last 10,000 years <i>cont..</i>		
Dec 6	Evolution: Today and Tomorrow	Larsen Ch 14	
<b>Wk 16:</b>	<b>Exam 3: Final</b>		
sec 002	December 11 8:00-10:00am		
Sec 001	December 11 10:30-12:30am		